


## Transition Adviser – Case Studies

	<p>Name: Val Frances</p> <p>"You see things that others don't see!" Quote from Linda Langmaid, HT Welfare</p>
<p><b>School:</b> briefly outline your school location, student profile and any other points of interest</p>	<p>Brisbane Water Secondary College is a dynamic comprehensive, co-educational, 7-12 high school located on the Woy Woy peninsula. The College was established in 2002 across two Campuses to provide age appropriate teaching and learning environments and increased curriculum and extra-curriculum offerings. The Umina Campus of 850 students caters for students in Years 7-9 and provides a Middle Years education philosophy emphasising team based teaching and learning and the development of confidence and leadership skills in students. The Senior Campus of 780 students at Woy Woy caters for students in Years 10-12 and emphasises the preparation of students for the major external credentialing of the Higher School Certificate.</p> <p>The unique Teaching Teams structure on the Umina Campus complimented by selective academic and CAPA classes has been a key feature in achieving academic, sporting and welfare success. Key programs, Focus on Reading and Positive Behaviour for Learning has embedded a culture of learning and success. In 2015, AVID (Advancement Via Individual Determination), a university readiness program will be introduced in Yr8. Due to the College two campus structure, the Woy Woy Senior Campus provides flexible access to unparalleled opportunities including in excess of 50 senior courses, Health Services training, sporting academies, a recording studio and the full range of vocational courses and SBAT opportunities.</p> <p>Only 3% of our students have parents with university qualifications. Our students range from very advantaged to extremely disadvantaged socio-economically (EAS category with universities), from academically capable to academically challenged.</p> <p>Our numbers of students entering university and other providers of degree programs (eg TAFE and private colleges) are increasing every year.</p> <p>2015 Proportion of students moving into post-school education, training or employment following completion of Year 12:</p> <ul style="list-style-type: none"> <li>• seeking employment 3.6%</li> <li>• employment 31.4 %</li> <li>• TAFE entry 11.5%</li> <li>• university entry 41.0%</li> <li>• other 11.5%</li> <li>• unknown 1%</li> </ul>
<p><b>My primary role(s) in the school</b></p>	<p>Career and Transition Coordinator</p>

<b><i>I was trained as TA in... what year?</i></b>	2011
<b><i>My role as Transition Adviser:</i></b> include if you work in a team approach and the impact of working this way. Who are the targeted students?	<p>I work collaboratively with the Career Adviser, HT Welfare, HT Aboriginal students, both Deputy Principals, and with campus Principal.</p> <p>I provide services to students who are demonstrating signs of disengagement, requesting career counselling, or are "at risk" for non-completion of courses.</p> <p>We have developed a student careers resource room housing the Careers Advisor and Transition coordinator which has allowed for a more personalized service to student learning and pathway direction.</p> <p>In 2015:</p> <ul style="list-style-type: none"> <li>• Individualised attention to students deemed at risk of not completing the traditional pattern of HSC, resulted in 34 students who left school before the completion of the HSC gaining full time work and/or apprenticeships.</li> <li>• 20 students completed the SBAT pathway in areas nursing, construction, retail and plumbing.</li> <li>• The introduction of an Aboriginal pathways advisory program resulted in a record number of Aboriginal students (11) gaining entry to university</li> </ul>
<b><i>My major achievements in this role:</i></b> Outline what activity or activities has/have most benefitted your students and the school. Include if possible change in school culture / value of partnerships / connection with parents etc.	<ul style="list-style-type: none"> <li>• Sourcing and organisation of Engagement programs (eg CALM, Beauty, Fitness, Sports massage, Carpentry, Auto, RFS, SES etc)</li> <li>• Sourcing of aspirational programs including AIM High from University of Newcastle and AVID across the campus.</li> <li>• Introduction of Cert III Animation and Games Design for stage 6 students implemented in collaboration with Academy of Interactive Entertainment (AIE), This has led to numerous students each year creating a portfolio suitable for accessing courses at AIE, in multimedia, Design, Film and Television etc</li> <li>• Individual career counselling sessions.</li> <li>• Development of positive relationship with local TAFE, Community Colleges and private providers to enable Smooth transition for students into alternative pathways.</li> <li>• Group work to promote mindfulness and positive psychology</li> <li>• With an increase in the attendance rates of our Aboriginal students we have observed increased student learning outcomes, increased retention to year 12 of our Aboriginal students along with successful completion of the HSC for our year 12 Aboriginal students. In 2015 we had 23 Aboriginal students' complete HSC studies and from this cohort, 19 of the 23 Year 12 Aboriginal students were accepted into tertiary education for 2016 – University of Technology, Macquarie University, University of Western Sydney, Australian Institute of Music, NIDA, The Academy of Interactive Entertainment and JMC Academy.</li> <li>• To increase student engagement we have created partnerships and utilised programs delivered by UTS, Newcastle, Sydney and Macquarie University's to support our Aboriginal students who</li> </ul>

	aspire to University. In 2015 we had 8 Aboriginal students participate in the AIME program delivered by Sydney University.
<b><i>The challenges I have experienced:</i></b> Outline not only the challenges but also strategies that enabled you to overcome the challenges.	<p>My greatest challenge has been to determine which private providers provide professional service and which ones view our students in terms of commissions, quotas and funding and/or provide inferior service.</p> <p>I have become more adept at asking the right questions, checking on graduate outcomes etc, and advising students and their parents/carers on processes for assessing the suitability of proposed course providers.</p>
<b><i>What I have learnt in this role.</i></b>	<p>I have learnt that I am extremely privileged to have this position which allows me to guide and support vulnerable young people during circumstances of crisis. It is very satisfying on the deepest level to contribute so positively to their lives and witness the social, emotional and vocational impact both immediately and long term.</p>
<b><i>The impact of the TA initiative on the school and its community.</i></b>	<p>The increased retention and engagement of our students in employment, education and training both in –school and post-school has a positive impact on our community in every way.</p>
<b><i>My school's vision for the TA role into the future.</i></b>	<p>The TA role is expected to be funded indefinitely as transition services are essential for a significant percentage of our population.</p>
<b><i>Do you have a story of change/impact that the TA role has had on other developments in the school or its community? (This last question is particularly relevant to a TA who has been in position for say 2-4 years, as we are keen to document a couple of case studies over time.)</i></b> Ideas might be: how the collaboration of the TA and CA has improved student services; the development and impact of a Career and Transition Team approach; executive teacher's impact on career and transition services.	
<b>Your story:</b> <p>The Principal provided a classroom for the career advisor and I to operate collaboratively as a career counselling/resource room. We specialise in different areas of career /transition implementation eg CA covers organisation of subject selection processes, EVET, mainstream university applications/scholarships, work experience/placement, First aid/RSA/RCG/white card courses, organisation of excursions to and visits from educational providers, defence forces, military etc. As the TA, I organise engagement and aspirational programs, provide specialised services to our Aboriginal students, and provide specialised career counselling support to “at-risk” students and their families. (please note that I hold both Social Work and Career education qualifications). However, we also overlap with everyday career services for students and work cooperatively to provide the best possible outcomes for our students. We believe that our</p>	

provision of service is greatly enhanced by our professional dialogue and sharing of information, ideas, and strategies.

I also operate collaboratively with the Principal, Deputy Principals, HT Welfare, HT Aboriginal students, school counsellors, year advisers and Learning Support Team accepting and making referrals where appropriate to contribute to career/welfare/individual learning needs of our students. These interventions may involve joint interviews, student interviews, parent/carer interviews and where appropriate interviews with staff from external support agencies (eg Evolution, HeadSpace, Life without Barriers caseworkers etc)

**To be completed by the Principal:**

Principal Name: ROGER MALEY

I have read this document provided by the Transition Adviser and support the information provided within. I understand that any changes as a result of editing and preparation for publication will be sent to me for approval prior to publication.

Signed:  Date: 24/8/16

**Please send:**

**Due Date:**

**(If you need further time please contact me so we can negotiate a timeframe that is suitable to you)**



## Transition Adviser panel: Wednesday 7 September 2016

2-3pm.

Thank you for agreeing to be involved in the Macquarie Park Senior Pathways Conference 'Unlocking the potential'- a student futures conference.

'The 'awesomeness' of Transition Advisers' Workshop will provide an opportunity to showcase best practice in the schools where Transition Advisers have been utilised.

This workshop session will be facilitated by Rhonda Anderson (Senior Pathways Officer Macquarie Park) and Dave Turner (DJT Consulting). Dave will ask the questions and will prompt you to expand your response should he feel it necessary.

We would like you to talk about your experiences as a Transition Adviser in your school. The following questions may help you prepare for your participation in this panel.

Questions for consideration;

1. Please outline how long you have been involved in your school as a Transition Adviser. Remembering back to your training- what aspect of the training resonated with you and can be seen in your current practice.

I completed my Transition Adviser training in 2011. I do not recall much of my training. My role has evolved in response to student requirements, student and parental/care feedback, availability of resources both within and without our campus, and the professional judgement of Executive and Support staff.

2. How do you interpret how your school sees the role of Transition Adviser? Are you integral to school operations?

I believe the staff and students of my school view my role very positively, as staff refer students to me, and students refer their friends to me. My Principal and executive staff consider my role sufficiently valuable to fund my position full-time.

3. Which student cohort do you most commonly work with?

I work with students from years 10-12. Whilst I provide information to all students, my service focus is on those who are at-risk of non-completion of their high school education.

4. What are some student attributes most commonly identified in the students you work with?

Students at risk of non-completion present with a variety of issues: disengagement from school curriculum and assessment requirements, physical health problems, mental health problems (including anxiety, depression, PTSD, autism, psychoses), significant learning difficulties, family dysfunction or breakdown, homelessness, drug and alcohol addiction, pregnancy etc

5. Please outline an initiative or program that you have implemented that you are most proud of.

I am most proud of the "Deadly Futures" approach that I have taken with our Aboriginal students to raise their awareness of school (eg SBATs, Duke of Ed, RFS, SES) and post-school options available to them and encourage them to engage in positive post-school education/training/apprenticeships etc. I believe that successful outcomes for our Aboriginal students, especially record numbers entering University, has a ripple effect through their families and community both in current times and for future generations. Our College and community are very proud of our Aboriginal student outcomes.

6. Please outline some goals for yourself as a transition adviser in 2017.

To implement more group programs in positive psychology and mindfulness.

To locate and implement more engagement programs.

7. Please outline the process you have undergone to establish and foster partnerships with your school's local business community.

I work collaboratively with the career advisor who creates and manages work experience and work placement programs.

I contribute to the mock interview process organised on our junior campus

I utilise local community colleges/TAFE for engagement and transition programs.

I work selectively with private providers to transition students into alternative training and employment.

8. What do you think schools could do to better facilitate student transition from school?

I think most schools would benefit from increased transition adviser services. However, all schools need appropriate training/educational/employment services in their local area for the transition process to be successful. The post-school arena needs to be more fairly funded and regulated so that quality services are made

more available and negative private provider experiences are minimised.

9. What would be your single most important learning from your TA experience for someone starting today?

To raise your awareness that when dealing with “at risk” students, you are in a unique and trusted position to positively impact on a young person’s life every single day that you work....to know that your kindness and positive professional input may literally prevent the development of depression, family breakdown, long-term unemployment and even suicide.....to be mindful of the level of confusion and pain in each disengaged student before you.....to respond with compassion .....to develop strategies to help them locate their internal and external resources, their interests and their passions....to instil them with hope.....to reignite their dreams.....to help them chart a transition process complete with the small steps required to move them forward....to build their trust and belief in their ability to impact positively in this world.....just keep going until you see the colour come back into their face, their shoulders relax, their breathing slow down and hope shine from their eyes.....keep going until you see relief in the face of their parent/carer....and wait patiently for the stories to come back to you (as they do) about how these students embrace the world. They are often creative and entrepreneurial...and they will never forget your kindness to them.